DOCUMENT RESUME

ED 070 014 CG 007 643

TITLE	Work-Experience Program - 8769. (You and Your Occupation). Course Outline.
INSTITUTION	Dade County Public Schools, Miami, Fla.
PUB DATE	71
NOTE	36p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Career Choice; *Career Education; *Career Opportunities; Career Planning; Curriculum Guides; *Employment Opportunities; Employment Qualifications; Employment Trends; Grade 10; *High School Students; Occupational Guidance; *Occupational Information; Work Experience Programs
IDENTIFIERS	*Quinmester Program

ABSTRACT

This course is designed to orient students to the variety of career opportunities which are available to them on a part-time basis, the duties and responsibilities involved in various occupations; and the qualifications necessary for employment in a selected career. The course is aimed particularly at tenth grade students. The instruction received by the students should help them develop desirable attitudes and opinions regarding occupational opportunities, as well as increase their skills in making critical analyses and judgements regarding the world of work. Through exposure to course material, the students should become more mature in their self-evaluations and in establishing goals that will aid them in preparing for future employment. The materials may be presented through lectures, class discussions, audio-visual aids, demonstrations, field trips, and independent study. (WS/Author)

ED 070014

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

VT 001 043

WORK-EXPERIENCE PROGRAM - 8769
(You and Your Occupation)

Department 48 - Course 8769.07

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DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

ED 070014

DADE COUNTY PUBLIC SCHOOLS
1410 NORTHEAST SECOND STREET
MIAMI, FLORIDA 33132

Course Outline

WORK-EXPERIENCE PROGRAM - 8769
(You and Your Occupation)

Department 48 - Course 8769.07

the division of

VOCATIONAL, TECHNICAL AND ADULT EDUCATION

DADE COUNTY SCHOOL BOARD

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Dade County Public Schools
Miami, Florida 33132

Published by the Dade County School Board

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Textbook Services
2210 S. W. Third Street
Miami, Florida 33135

Course Description

8769	48	8769.07	You and Your Occupation - General Related
State Category	County Dept. Number	County Course Number	Course Title

This course will serve to acquaint students with the various career and occupational opportunities available to them, as well as the requirements necessary for becoming desirable employees.

Indicators of success: Applicants must show a need which might be served by admission to the Work Experience Program.
Clock hours: 45

PREFACE

The course is designed to orient students to the variety of career opportunities available to them on a part-time basis, the duties and responsibilities involved in various occupations, and the qualifications necessary for employment in their selected career.

The students in the program should be in tenth grade; however, those schools organized on the basis of grades nine through twelve would include ninth grade students in the program. The students should be at least fourteen years of age and should be selected in terms of certain cultural deprivations or other basic needs, including over-age in grade, or the need to find part-time employment in order to remain in school on a full time basis.

This second quinmester course is organized in four blocks, and covers a period of forty-five classroom hours. The instruction received by the students should aid them in developing desirable attitudes and opinions regarding occupational opportunities, as well as increase their skills and abilities in making critical analysis and judgements regarding the world of work. Because of their exposure to the material covered in this course, the students should also become more mature thinking individuals as they evaluate themselves realistically and establish goals that will aid them in preparing for future gainful employment, thereby making them more productive citizens of our society. Coverage of the material should also aid in ensuring success in students' areas of employment.

The nature of the course offers an excellent opportunity for the teacher-coordinator to employ a variety of techniques in presenting

the material. Students can be encouraged to engage in a great deal of independent study in gathering data related to class assignments. The materials may also be presented through lectures, student participation in class discussions, audio-visual aids, demonstrations, and field trips to various business and industrial centers for first-hand observations.

The bibliography included in this outline lists the reference materials that may be utilized in teaching the course. A post-quin test is also included in the appendix to serve as a means of evaluating the students' understanding of the material presented.

This outline was developed through the cooperative efforts of the instructional and supervisory personnel, the Quinmester Advisory Committee, and the Vocational Teacher Education Service of the Dade County Public Schools, Division of the Vocational, Technical, and Adult Education, and has been approved by the Dade County Vocational Curriculum Committee.

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with Suggested Hourly Breakdown

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Standards of the Job	2
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GOALS

The Senior High Work Experience student must be able to demonstrate:

1. An awareness of the prerequisites needed for entry into the world of work.

2. The ability to investigate occupational possibilities related to interests, capabilities, and expectations.

3. Skill and accuracy in compiling data regarding careers and career goals.

SPECIFIC BLOCK OBJECTIVES

BLOCK I - EMPLOYMENT READINESS

The student must be able to:

1. Evaluate himself in determining occupational goals.
2. Demonstrate an awareness of his abilities and limitations in selecting an occupation.
3. Display evidence of character, personality, and social traits related to job success.
4. Demonstrate skill in communicating ideas orally, and in writing.
5. Perform basic computational problems.

BLOCK II - SURVEYING THE WORLD OF WORK

The student must be able to:

1. Gather data regarding job availability in community.
2. List three occupations for which he could qualify.
3. State orally, and in writing, ten factors that should be considered in selecting an occupation.
4. Discuss five things that an employee can expect from his employer.
5. State orally, and in writing, a plan for making advancements on the job.
6. Demonstrate the proper procedure for leaving a job.

BLOCK III - OCCUPATIONAL AND CAREER INVESTIGATION

The student must be able to:

1. Establish realistic goals based on present needs and career objectives.
2. Demonstrate skill and competency in compiling and communicating information related to occupational choice.
3. Make a comparison of major occupations.
4. Exhibit an understanding of the duties and responsibilities associated with various occupations.
5. Redefine occupational goals, if necessary, in terms of research on occupational outlook.

Course Outline

WORK-EXPERIENCE PROGRAM - 8769
You and Your Occupation

Department 48 - Course 8769.07

I. EMPLOYMENT READINESS

A. Personal Assessment
1. Interests
2. Skills
3. Aptitude
4. Experience
5. Attitudes
6. Hobbies
7. Health
8. Education
9. Needs
10. Goals
11. Appearance
12. Other strengths or weaknesses

B. Factors for Success
1. Pleasing personality
2. Positive attitudes
3. Good grooming habits
4. Initiative
5. Honesty
6. Productivity
7. Dependability
8. Self-confidence
9. Punctuality
10. Enthusiasm
11. Ability to get along with others
12. Efficiency

C. Building Skills for Job Success
1. Communication
2. Mathematical

II. SURVEYING THE WORLD OF WORK

A. Job Opportunities in the Community
1. Location
2. Work involved
3. Transportation
4. Training required
5. Stability of occupation

B. Job Requirements
1. Duties and responsibilities
2. Level of entry

B. Job Requirements (Contd.)
   3. Hours
   4. Education

C. Benefits to Look for
   1. Salary
   2. Fringe
   3. Opportunity for advancement
   4. Job security
   5. Working conditions

D. Standards of the Job
   1. Attire
   2. Release time
   3. Signing in and out
   4. Attendance
   5. Punctuality
   6. Smoking regulations

E. What to Expect from an Employer
   1. Training
   2. Reasonable rate of pay
   3. Safe working conditions
   4. Explanation of duties, policies and regulations
   5. Evaluation of work
   6. Discipline
   7. Consideration
   8. Change of duties
   9. Introduction to other employees
   10. Honesty
   11. Partial payment of Social Security Tax

F. Your Progress on the Job
   1. Initiative
   2. Cooperation
   3. Additional training
   4. Seniority
   5. Productivity
   6. Reliability
   7. Leadership ability
   8. Thoroughness
   9. Improvability
   10. Adaptability
   11. Maturity

G. Terminating the Job
   1. Consult teacher-coordinator
   2. Consult employer
   3. Give ample notice
   4. Self-evaluation

III. OCCUPATIONAL AND CAREER INVESTIGATION

A. Finding Your Job
   1. Immediate needs

2. Career objectives.

B. Learning About Occupations
   1. Writing a job description
   2. Conducting interviews
   3. Writing for career information
   4. Observing workers on the job
   5. Securing part-time employment

C. Where People Work
   1. Major occupational groups
      a. Professional and Technical
      b. Clerical
      c. Sales
      d. Agriculture
      e. Managers
      f. Craftsmen
      g. Operatives
      h. Service
      i. Laborers
   2. Nature of the occupations
      a. Occupational monographs
      b. Trends
      c. Employment outlook
      d. Educational implications

IV. QUINMESTER POST TEST

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(SHWP - YOU AND YOUR OCCUPATION)

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Bloomington, Illinois 61701

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New York 12210

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Washington, D. C.

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Urbana
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A P P E N D I X

QUINMESTER POST TEST SAMPLES

QUINMESTER POST TEST

True-False Test Items

Each of the following statements is either true or false. If the statement is true, draw a circle around the letter T following it; if the statement is false, draw a circle around the F. If a statement is false, in part, it is entirely false. Score - 2 points for each correct answer.

---

1. Personality is the sum total of every quality you have. T F
2. The largest increases in employment are taking place in the occupations that require the least education and training. T F
3. Going to college is the only way to continue one's education. T F
4. The most important factor in job success is attitude. T F
5. A person who works for another is called an employer. T F
6. A skilled employee who has responsibility for scheduling the work of others is known as a supervisor. T F
7. People generally do best those things that they enjoy doing. T F
8. In most occupations today, being able to communicate is a key requirement. T F
9. High school graduates on the average earn about the same as college graduates. T F
10. The best way to decide on the occupation you prefer is to have the coordinator select what is best for you. T F
11. The impression that one makes upon others is based largely on appearance, voice, and behavior. T F
12. Special interests and abilities cannot be revealed by aptitude tests. T F
13. An aptitude is your natural ability to do something. T F
14. A skill is an accomplishment. T F
15. Ads in the Help Wanted section of a newspaper never have any abbreviations in them. T F

16. Automation has changed many jobs, eliminated others, and created many new occupations. T F

17. The ability to get things done without being urged by others is called initiative. T F

18. At the beginning of the century, more than one-half of all the jobs were in the laboring area. T F

19. Sick pay is a fringe benefit. T F

20. Strength is the main factor in most unskilled occupations. T F

QUINMESTER POST TEST

Completion

You are to fill in the blank or blanks with the word or words that make the statement correct. Score - 1 point for each correct answer.

---

1. The nine major occupational groups are _____,

   _____, _____, _____,

   _____, _____, _____,

   _____, and _____.

2. A brief description of an individual's education, experience, and other information--used in seeking employment is called a _____.

3. Working with others in a cooperative manner is known as _____.

4. A fund that your employer pays a portion of is called _____.

5. A detailed study of an occupation is known as a _____.

6. A major type of occupation found in Miami is that of _____.

7. Ten factors that should be considered in selecting an occupation are _____, _____, _____,

   _____, _____, _____,

   _____, _____, _____,

   and _____.

QUINMESTER POST TEST

Essay

Read each statement below very carefully, and answer each one in the space provided below the statement. You are expected to answer each statement in its entirety in order to receive credit. Score - 2 points for each complete answer.

---

1. List five things that an employee can expect from his employer.

   a. _____ d. _____

   b. _____ e. _____

   c. _____

2. List in order of your choice the occupation at which you hope to be working ten years from now.

   a. _____

   b. _____

   c. _____

3. State three occupations in which you now feel qualified.

   a. _____

   b. _____

   c. _____

4. State three qualities of your personality you think are best.

   a. _____

   b. _____

   c. _____

5. What are three qualities of your personality you think are the worst?

   a. _____

   b. _____

   c. _____

6. List three ways by which you plan to improve yourself to become better qualified to reach your goals listed in Question 1.

   a. _____

   b. _____

   c. _____

7. Based on the information that you have gathered regarding your choice of occupation in which you are currently most interested, complete the form below by supplying the necessary information.

   Title of my occupation _____

   Nature of the job:

   Duties to be performed:

   Related duties:

   Qualifications:

   Method of entry:

   Earnings:

   Working conditions:

   Opportunity for advancement:

   Fringe benefits:

   Advantages and disadvantages:

   Outlook for this occupation:

QUINMESTER POST TEST

The chart below is to be used in answering the questions regarding employment opportunities in the '70s. In Column I are seven incomplete statements relating to the chart. Complete each of the statements by writing in Column 3 the letter of the appropriate choice in Column 2.

HOW EMPLOYMENT OPPORTUNITIES
LOOKED IN 1970

OCCUPATIONAL GROUP	AVERAGE YEARS OF SCHOOL COMPLETED - 1959	PERCENT CHANGE IN EMPLOYMENT 1960-1970
		-20 -10 0 10 20 30 40 50
Professional and Technical	(16.2 yrs.)	
Proprietors and Managers	(12.4 yrs.)	
Clerical and Sales Workers	(12.5 yrs.)	
Skilled Workers	(11.0 yrs.)	
Service Workers	(9.9 yrs.)	
Semi-skilled Workers	(9.7 yrs.)	
Unskilled Workers	(8.6 yrs.)	No change
Farmers and Farm Workers	(8.6 yrs.)	

Source: U. S. Dept. of Labor, Manpower: Challenge of the 1960;s

COLUMN I	COLUMN 2	COLUMN 3
1. The number of unskilled workers is expected to	a. increase b. decrease c. show no change	
2. The number of professional and technical workers is expected to increase by about	a. 10% b. 20% c. 30% d. 40%	

QUINMESTER POST TEST (Contd.)

COLUMN 1	COLUMN 2	COLUMN 3
3. The group of clerical and sales workers will increase by about...	a. 5% b. 15% c. 30% d. 50%	
4. The number of skilled workers will increase (?) than the number of semi-skilled workers.	a. more b. less	
5. The worker group that will show an actual decrease in the number employed is.....	a. service workers b. unskilled workers c. managers d. farmers and farm workers	
6. On the average, the group that completes the most years of school is	a. professional and technical workers b. proprietors and managers c. clerical and sales workers d. service workers	
7. Proprietors and managers have (?) years of schooling on the average than clerical and sales workers	a. more b. fewer	

QUINMESTER POST TEST

Computations

Solve each problem below. 100% accuracy is expected. Score 10 points for each correct answer. Show all calculations on your test paper.

---

(1) Add:

$$\begin{array}{r} \$1.29 \\ 2.36 \\ 7.88 \\ 3.63 \\ 4.27 \\ +\ .60 \end{array}$$

(2) Subtract:

$$\begin{array}{r} \$13.47 \\ -\ 3.48 \end{array}$$

(3) Multiply:

$$\begin{array}{r} 5,280 \\ \times\ 487 \end{array}$$

(4) Multiply:

$$\begin{array}{r} \$139.50 \\ \times\ 20 \end{array}$$

(5) Divide:

$6\overline{)\$1.38}$

(6) Divide:

$144\overline{)1,285,776}$

(7) Add:

$$\begin{array}{r} 3\frac{11}{16} \\ 1\frac{5}{32} \\ +\ 2\frac{3}{4} \end{array}$$

8. Find 4% of $20.00. _____

9. Find the cost of $\frac{1}{4}$ pound of butter, if a pound cost $ .75. _____

10. Homer Greene will work for 50 years. Each year he will earn $6,000. Find his lifetime earnings. _____.

QUINMESTER POST TEST

Matching

Listed below are some types of occupations. Place the major occupational group titles in the blank spaces, and under each heading correctly list the job that would be classified under that occupational group.

JOBS

ACTOR BARBER SERVANT LONGSHOREMAN FARMER
SALES CLERK ELECTRICIAN TEACHER COOK CASHIER POSTMASTER
PARKING LOT ATTENDANT NURSE TELEPHONE OPERATOR WAITRESS

MAJOR OCCUPATIONAL GROUPS

GROUP: _____ (JOBS)

GROUP: _____ (JOBS)

GROUP: _____ (JOBS)

GROUP: _____ (JOBS)

GROUP: _____ (JOBS)

GROUP: _____ (JOBS)

GROUP: _____ (JOBS)

GROUP: _____ (JOBS)

KEY TO QUINMESTER POST TEST
Work-Experience Program

TRUE OR FALSE

1. True
2. False
3. False
4. True
5. False
6. True
7. True
8. True
9. False
10. False
11. True
12. False
13. True
14. True
15. False
16. True
17. True
18. False
19. True
20. True

COMPLETION

1. a. Professional, technical and managerial
   b. Clerical and sales
   c. Service
   d. Farming, fishery, forestry
   e. Processing
   f. Machine trades
   g. Bench work
   h. Structural
   i. Miscellaneous
2. Personal data sheet
3. Human relations
4. Social Security or Social Security Tax

5. Job description (or occupational monograph, or job analysis, etc.)

6. (Answers will vary)

7. (Answers will vary) Location, salary, transportation involved, working conditions, training required, stability of job, responsibilities, hours, fringe benefits, and advancement opportunities.

8. Goals

ESSAY

1. (Answers will vary) Training, evaluation, reasonable rate of pay, partial payment of Social Security Tax, safe working conditions.

2. (Answers will vary)

3. (Answers will vary)

4. (Answers will vary)

5. (Answers will vary)

6. (Answers will vary)

TEST 4

(Answers will vary due to individual research on occupation)

TEST 5

1. show no change

2. 40%

3. 30%

4. less

5. farmers and farm workers

6. professional and technical workers

7. less

KEY TO QUINMESTER POST TEST (Contd.)

1. $20.00
2. $9.99
3. 2,571,360
4. $2,791.80
5. $.23
6. 8922 1/8
7. 7 19/32
8. $.80
9. $ .18 3/4 or $ .19
10. $300,000

MATCHING

1. Professional and Technical: actor, teacher, nurse
2. Clerical: cashier, telephone operator
3. Sales: salesclerk
4. Agriculture: farmer
5. Managers: postmaster
6. Craftsmen: electrician
7. Operatives: parking lot attendant
8. Service: barber, servant, waitress, cook
9. Laborers: longshoreman